OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
September 18-19, 2014

OFFICE OF ELEMENTARY EDUCATION (K-5)

08. Approval to establish the *2014 Mississippi Library Monitoring Rubric* (Has cleared the Administrative Procedures Act process with public comments)

Executive Summary

The *2014 Mississippi Library Monitoring Rubric* specifies requirements for library programs in schools across the state, including minimum requirements for collection development and library facilities.

In addition to providing guidance for library media specialists, this rubric will be used as a monitoring instrument by individuals who conduct audits of library programs for the Office of Accreditation.

This rubric has been developed with input from the Office of Accreditation, as well as a team of library media specialists from across the state. The rubric will be included as an appendix to the *2014 Mississippi Library Media Guide*, scheduled to be released during the 2014-2015 school year.

Recommendation: Approval

Back-up material attached

Comment	Response
My main concern is budgeting. If we are supposed to have an up to date collection with 15-20 books per student, how are we supposed to pay for it with all the budget cuts going on every year? My collection is very old and my goal for this year is to weed and bring the collection up to par. However, with a limited budget, this will take several years. This means that the new guidelines are going to be impossible for me to attain this year and possibly next year as well. So my next question is, when will these new guidelines go into effect and how long do we have to master them?	No change is needed, as 10 books per student is the minimum. The 15-20 books per student exceeds minimum compliance. This will be covered in the School Library Guide and through professional development.
I do serve as a regular classroom teacher for 2 hours of the day. Will that count against me? Also, on the collection development and other areas that require $$$$$, how will that effect librarians in poorer districts?	Changes have been made to clarify assignment of full- and part-time certified school librarians. Collection development will be addressed in the School Library Guide and through professional development.
It seems to me that there needs to be more than two possible ratings. It might be beneficial to include one rating lower than minimum such as unsatisfactory and one rating higher than progressive such as distinguished	No change is needed. Anything lower than minimum is unsatisfactory. A rating of progressive (minimum +) shows that school libraries should continue moving forward.
Under General Collection… please consider adding "including ebooks". We, as I am certain many other libraries are, including many online books in our collections - reference and other - that should be included as part of the assessment. Also, I may have missed it, but I don't see any place where professional development opportunities specifically for librarians are included. I think there should be a place for that - at least under "progressive".	Changes have been made to include print and digital formats. Professional development is addressed in the Mississippi School Librarian Evaluation.

Comment	Response
One problem I see is that the main difference between a minimum library and a progressive library is money. It costs a lot for professional periodicals, e-books, CD's, etc. The library can help supplement what is needed at the school, but with budgets available today it is hard to supply the curriculum needs. It would be helpful to have further explanation about the District-approved policy used for selection of materials. I am working toward the 20 books available for checkout per student. I added over 600 books last year. Collection management time will help me to add more books to the collection. I am concerned that it will be hard to have enough current materials in the non-fiction section with the average age of 10 years or less. Non-fiction books tend to be more expensive.	No change is needed. Collection development and material selection policies will be addressed in the School Library Guide and through professional development.
I have four suggested edits for the Mississippi Library Monitoring Rubric (2014). They are: 1) Center and color code the 3 focuses at the top of each page. 2) Change the formatting of the rubrics to vertical rather than horizontal. 3) In the Collection Development rubric - under the progressive column, average copyright, add: "Average copyright of non-fiction print and non-print collection 4) Clarify full time and part-time for certified librarian.	Minor edits to formatting have been made. Changes have been made to include print and digital formats. Changes have been made to clarify assignment of full- and part-time certified school librarians.

Comment	Response
I am thrilled that the wording of this rubric requires a certified librarian, needless to say, but I have a complaint or opinion about a couple of things. I really don't understand the requirement of titles for a professional collection anymore. My teachers rarely ever checked out a professional book and, just as rarely, professional periodicals. I am speaking from thirty-six years of experience in Mississippi's public school system. Everything and anything that a teacher needs for supplemental information can be found on the web. Also, the whole thing about turning in a budget at the beginning of a school year is a farce. I will receive X number of dollars and not a penny more (sometimes less as the years goes on!) for the library budget. My district has always divided it into two categories, supplies and books, so that is how I spend it. Any other needs the library has I have to address with funds from book fairs. But, all this is just from my personal experience, and I realize that it may not be the same for everyone.	Clarity has been added in the section addressing professional titles. Professional titles and periodicals will be addressed in the in the School Library Guide and through professional development.
I had a question about the library monitoring rubric. On the section that talks about non-fiction copyright dates, are they going to take into account online Grolier encyclopedia as a reference copyright date? Also, we subscribe to Myon a system of ebooks, how can we account for all those non-fiction books in our non-fiction copyright date average?	Changes have been made to include print and digital formats.
My librarian and I reviewed the Mississippi Library Monitoring Rubric to verify our practices and to comment if we could add to the APA process. The rubric was very useful and has prompted us to create an Advocacy Committee at our school. The only comment I have is that if we want to fully support the Literacy Based Promotion Act, the support staff for school libraries with a population in excess of 500 should be a minimum requirement. This support would allow the librarian to spend more time working with students as they select books and read in the library.	While support staff is recommended, staffing requirements are in line with MS Code 37-17-6(3)(a-3).
Under the professional collections, I would like to get clarity on the professional titles and professional periodicals.	Clarity has been added in the section addressing professional titles. This will also be addressed through professional development.

Comment	Response
I have a question that I hope you can answer. I am a high school librarian, and I also teach 2 journalism classes. I also have to go to another library to teach a 5th grade class everyday. I was looking at our new rubric. Is it required that we have a planning time like the other teachers because I don't have one, and I really don't have a planned lunch either. The only way I can do any library work is if I don't have a class scheduled for the library. Some weeks of course I have more time and some no time. It would just be nice to have a guaranteed time everyday like the other teachers.	Changes have been made to clarify assignment of full- and part-time certified school librarians.
After looking at the Mississippi Library Monitoring Rubric (2014), I believe there are several areas that need clarification. One specific area is where it says, "25% of the designated school day is spent in the management of the school library." IT either needs to say no more than or up to. What some may consider management to be one thing, another person may considers it to be something else. For instance, if a school has only one librarian with over 1,300 students, they might be hard pressed to have time to do that even. In the real world, most librarians worth their salt, isn't going to have the heart to tell a student, I can't help you now, I have to work on management items. As far as funding, I still thinks a specific amount should be given at the very least. In some areas, I have heard that libraries are not given sufficient funding without that and that usually will mean they are not going to meet the minimum requirements.	Changes have been made to clarify assignment of full- and part-time certified school librarians.
Under the School Library Program component of the Rubric, in the 3rd aspect (SL manages the financial, staff . . .) of Resource Type, in the 8th Bullet the wording needs to be changed to the following: Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System or other recognized library classification system which would replace the current 'or another ALA recognized system.'	Changes have been made to reflect recommended change.

Comment	Response
Rubrics are always helpful is helping to clarify requirements. The Mississippi Library Monitoring Rubric is a tool that will help libraries across the state to achieve high goals. I am hoping it is a TOOL and is not going to be used to evaluate librarians. Many libraries have limited funding and staff to achieve the minimum standards. I am in an elementary school (K-3) with a student population of over 700 without an assistant. I have six periods a day with an additional period where students can checkout books. That means, I checkout between 150-200 books a day and during a 40 minute planning period I shelve books which is shared with all the other daily task. It is very hard to keep up with the required daily task without all the other recommended requirements. Many schools barely meet or do not meet the rubric requirement which focuses on collection development of a minimum of 10 books that are in GOOD condition. If the goal for progressive is 15 -20 books per students, many libraries will tend to keep books that should be discarded just for the number count. I have seen books in some schools that should have been thrown away years ago. (Books with spines broken and pages torn.) I would rather a school not meet the requirement than see books in school libraries in horrible conditions. The focus concerning Reference Materials concerns me because reference materials are very expensive and are rarely used on some levels. The last set of encyclopedias I purchased cost over $900.00. Just buying reference material can delete a budget. Professional Collections in some school libraries are rarely used. Should they be required? I ended up letting my teachers have the books in my professional collection. My teachers also subscribe to their own professional periodicals. I still subscribe to a few limited titles for the library which are used occasionally. In the past, I kept the periodicals for five years but due to space they were also given to the teachers at the end of the school year. I do agree it is important to have District Library Coordinator which plans meeting during the school year. It helps the librarians with problems and questions which may arise. Rubrics are GREAT if they are used as TOOLS but not to evaluate librarians who are trying to do the job of many with limited funds.	Clarity has been added in the section addressing professional titles. Changes have been made to include print and digital formats as a part of library collections. Professional titles and periodicals will be addressed in the in the School Library Guide and through professional development.

From:	Otha Keys
To:	Limeul Eubanks
Subject:	Comments
Date:	Friday, September 05, 2014 9:17:46 AM

After looking at the Mississippi Library Monitoring Rubric (2014), I believe there are several areas that need clarification. One specific area is where it says, "25% of the designated school day is spent in the management of the school library." IT either needs to say no more than or up to. What some may consider management to be one thing, another person may considers it to be something else. For instance, if a school has only one librarian with over 1,300 students, they might be hard pressed to have time to do that even. In the real world, most librarians worth their salt, isn't going to have the heart to tell a student, I can't help you now, I have to work on management items. As far as funding, I still thinks a specific amount should be given at the very least. In some areas, I have heard that libraries are not given sufficient funding without that and that usually will mean they are not going to meet the minimum requirements.

Otha Keys
Otha Keys, NBCT
Library Media Specialist
South Jones Jr.-Sr. High School
(601) 477-9199
orkeys@jones.k12.ms.us

Good morning Limeul,

 I have a quick question about this part of the rubric:

I do serve as a regular classroom teacher for 2 hours of the day. Will that count against me?

Also, on the collection development and other areas that require $$$$$, how will that effect librarians in poorer districts?

A certified librarian is assigned to the school library.

MS Code 37-17-6 3F a-eF

• A certified librarian is assigned to the school library.

• The school librarian does not serve as a substitute or regular class room teacher.

Thanks and I hope you are doing well. I hope to attend LAMP so I will see you there!

Dena Bradford :)

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Dena Bradford
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Aberdeen, MS 39730
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(662) 369-3207 (fax)

The Lord is my strength and my shield; in him my heart trusts, and I am helped; my heart exults, and with my song I give praise to him.   Psalm 28: 7

Under the professional collections, I would like to get clarity on the professional titles and professional periodicals.

Dr. Jessica Everett James

Hi,

I had a question about the library monitoring rubric. On the section that talks about non-fiction copyright dates, are they going to take into account online grolier encyclopedia as a reference copyright date? Also, we subscribe to Myon a system of ebooks, how can we account for all those non-fiction books in our non-fiction copyright date average?

Thanks so much,

Joy Hassell Chickasaw Elem.

From: Bo Huffman
To: Limeul Eubanks
Subject: library rubric
Date: Monday, August 11, 2014 11:36:48 AM

I'm not exactly sure what kind of feedback you are looking for but it seems to me that there needs to be more than two possible ratings.   It might be beneficial to include one rating lower than minimum such as unsatisfactory and one rating higher than progressive such as distinquished

Bo Huffman, PhD
Career Technical Director
Simpson County Technical Center
Mendenhall, MS 39114
Phone: 601.847.4000 ext. 301
Fax: 601.847.8011

How are you? Here are my comments concerning the new library rubric.

One problem I see is that the main difference between a minimum library and a progressive library is money. It costs a lot for professional periodicals, e-books, CD's, etc. The library can help supplement what is needed at the school, but with budgets available today it is hard to supply the curriculum needs.

It would be helpful to have further explanation about the District-approved policy used for selection of materials.

I am working toward the 20 books available for checkout per student. I added over 600 books last year. Collection management time will help me to add more books to the collection.

I am concerned that it will be hard to have enough current materials in the non-fiction section with the average age of 10 years or less. Non-fiction books tend to be more expensive.

Sincerely,

Linda

--
Linda Owens, M. Ed.
Library Media Specialist
Grace Christian Elementary
2207 W 7th Street
Hattiesburg, MS 39401
Linda.Owens@Hattiesburgpsd.com

A house without books is like a house without windows.

"Today's Learners, Tomorrow's Leaders!"

www.hattiesburgpsd.com twitter.com/hpsd facebook.com/hattiesburgpsd

I am thrilled that the wording of this rubric requires a certified librarian, needless to say, but I have a complaint or opinion about a couple of things. I really don't understand the requirement of titles for a professional collection anymore. My teachers rarely ever checked out a professional book and, just as rarely, professional periodicals. I am speaking from thirty-six years of experience in Mississippi's public school system. Everything and anything that a teacher needs for supplemental information can be found on the web. Also, the whole thing about turning in a budget at the beginning of a school year is a farce. I will receive X number of dollars and not a penny more(sometimes less as the years goes on!) for the library budget. My district has always divided it into two categories, supplies and books, so that is how I spend it. Any other needs the library has I have to address with funds from book fairs. But, all this is just from my personal experience, and I realize that it may not be the same for everyone.

Pam Whitehead
Librarian
Tishomingo School

Dear Mr. Eubanks,

My librarian and I reviewed the Mississippi Library Monitoring Rubric to verify our practices and to comment if we could add to the APA process. The rubric was very useful and has prompted us to create an Advocacy Committee at our school. The only comment I have is that if we want to fully support the Literacy Based Promotion Act, the support staff for school libraries with a population in excess of 500 should be a minimum requirement. This support would allow the librarian to spend more time working with students as they select books and read in the library.

Thank you for the opportunity to comment on the rubric.

Sincerely,

Margaret Boyd, PhD
Principal
Lake Cormorant Elementary School

Hi, Limeul!

I have a couple of ideas for the new MS Lib. Monitoring Rubric that might be good to consider:

Under General Collection... please consider adding "including ebooks". We, as I am certain many other libraries are, including many online books in our collections - reference and other - that should be included as part of the assessment.

Also, I may have missed it, but I don't see any place where professional development opportunities specifically for librarians are included. I think there should be a place for that - at least under "progressive".

Since I don't know how specific to be, I'll just leave those two comments. If I should provide specific language, especially for the second suggestion, please let me know and I'll try to pull something together.

Thanks, as always for being our "white knight".

Best,

Janet Boswell
Madison Central High School
Madison County Schools
Madison, MS

Good Morning,

My name is Lacey Stringer and I am the Media Specialist at Jefferson Middle School in Columbia. My principal forwarded me the email concerning the new rubric for media centers. I am a little confused about it. Is this going to part of the new MSTAR for librarians? If not, do you know when the new MSTAR will be available for us? You had said last year at LAMP that you were in the process of revising it to better suit our needs.

I have read through the new Rubric briefly and it looks pretty good. However, my main concern is budgeting. If we are supposed to have an up to date collection with 15-20 books per student, how are we supposed to pay for it with all the budget cuts going on every year? I have just taken over as Media Specialist here at Jefferson and my budget is miniscule. My collection is very old and my goal for this year is to weed and bring the collection up to par. However, with a limited budget, this will take several years. This means that the new guidelines are going to be impossible for me to attain this year and possibly next year as well. So my next question is, when will these new guidelines go into effect and how long do we have to master them?

Thank you so much for any information you can give me.

Sincerely,

Lacey Stringer

Limeul,

I have a question that I hope you can answer. I am a high school librarian, and I also teach 2 journalism classes. I also have to go to another library to teach a 5th grade class everyday. I was looking at our new rubric. Is is required that we have a planning time like the other teachers because I don't have one, and I really don't have a planned lunch either. The only way I can do any library work is if I don't have a class scheduled for the library. Some weeks of course I have more time and some no time. It would just be nice to have a guaranteed time everyday like the other teachers.

I don't know anyone else to ask.
Debbie Schlicht
Nettleton High School
*Library Media Specialist
Journalism Advisor
(662) 963-1515
"Teaching Today What Matters Tomorrow"
"As she thinks in her heart, she is." Proverbs 23:7

Limeul,

I have four suggested edits for the Mississippi Library Monitoring Rubric (2014). They are:

1) Center and color code the 3 focuses at the top of each page.
2) Change the formatting of the rubrics to vertical rather than horizontal.
3) In the Collection Development rubric - under the progressive column, average copyright, add:
    "Average copyright of non-fiction print and non-print collection
4) Clarify full time and part-time for certified librarian.

Jolee

Jolee Hussey
Mississippi Library Commission, Board of Commissioners
First Regional Library Board of Turstees
Retired High School Librarian, Oxford School District

Limeul,

Under the **School Library Program** component of the Rubric, in the 3rd aspect (SL manages the financial, staff . . .) of **Resource Type,** in the **8th Bullet** the wording needs to be changed to the following:

Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System **or *other recognized library classification system*** which would replace the current **'or another ALA recognized system.'**

Thanks,
Karen

From:	Limeul Eubanks
Sent:	Friday, September 05, 2014 5:32 PM
To:	Nathan Oakley
Subject:	Fwd: Rubric

Sent from my iPhone

Begin forwarded message:

> **From:** Lawana Cummings <lcummings@jcsd.k12.ms.us>
> **Date:** September 5, 2014 at 4:59:43 PM CDT
> **To:** <leubanks@mde.k12.ms.us>
> **Subject: Rubric**
>
> Rubrics are always helpful is helping to clarify requirements. The Mississippi Library Monitoring Rubric is a tool that will help libraries across the state to achieve high goals. I am hoping it is a TOOL and is not going to be used to evaluate librarians. Many libraries have limited funding and staff to achieve the minimum standards.
> I am in an elementary school (K-3) with a student population of over 700 without an assistant. I have six periods a day with an additional period where students can checkout books. That means, I checkout between 150-200 books a day and during a 40 minute planning period I shelve books which is shared with all the other daily task. It is very hard to keep up with the required daily task without all the other recommended requirements.
> Many schools barely meet or do not meet the rubric requirement which focuses on collection development of a minimum of 10 books that are in GOOD condition. If the goal for progressive is 15 -20 books per students, many libraries will tend to keep books that should be discarded just for the number count. I have seen books in some schools that should have been thrown away years ago. (Books with spines broken and pages torn.) I would rather a school not meet the requirement than see books in school libraries in horrible conditions.
> The focus concerning Reference Materials concerns me because reference materials are very expensive and are rarely used on some levels. The last set of encyclopedias I purchased cost over $900.00. Just buying reference material can delete a budget.
> Professional Collections in some school libraries are rarely used. Should they be required? I ended up letting my teachers have the books in my professional collection. My teachers also subscribe to their own professional periodicals. I still subscribe to a few limited titles for the library which are used occasionally. In the past, I kept the periodicals for five years but due to space they were also given to the teachers at the end of the school year.
> I do agree it is important to have District Library Coordinator which plans meeting during the school year. It helps the librarians with problems and questions which may arise.
> Rubrics are GREAT if they are used as TOOLS but not to evaluate librarians who are trying to do the job of many with limited funds.

Title 7: Education K-12

Part 140

Mississippi Library Monitoring Rubric (2014)

Focus: Collection Development		
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
Automated Management System	• Circulation/Cataloging Capacity • Librarian Management computer • Barcode scanner • Online access to materials available in the school library	• 2 management computers • Online access to materials available in the school library and throughout the school facility/ remote sites • Remote circulation and inventory capabilities
<u>General Collection:</u> Fiction, Easy and Non-Fiction titles	• A minimum of 10 books per student that are in good condition and that support the school's instructional program and provide titles for pleasure reading • A **well-balanced** collection that is <u>both</u> **age** and **content** appropriate	• <u>Goal</u>: 15 - 20 books per student that are in good condition and that support the school's instructional program • <u>Average</u> copyright of non-fiction (NF) collection (excluding biography) is less than 10 years old (print and digital formats)
<u>Reference Materials:</u> Includes, but is not limited to: Encyclopedias, Dictionaries, Almanacs, Thesauruses, Atlases, Periodicals, Newspapers, Handbooks, i.e., Quotations, Poetry, First Facts, Trivia, Natural Science, Geographical Dictionary, Biographical References, Subject References (print and ~~/or non-print~~digital formats)	• Needs assessments, professional tools and curriculum objectives are used by school librarians to establish a basic reference collection. Appropriate quantities of materials are determined by: • Student enrollment • Demographic data • Instructional program • Information needs	

	Focus: Collection Development	
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
Internet Resources	• Maintained list of <u>credible and age-appropriate</u> websites that support the curriculum • MAGNOLIA Database available, for students and teachers • School library website available on school home page for classroom and school site access	• Additional databases available, i.e. World Book Online, JSTOR, SIRS, etc. • School library Website available on school home page for classroom, school site and remote site access
Electronic Resources	• CDs/DVDs and emerging formats available to support the curriculum	• E-books available
Professional Collection	Minimum of: • 25 - 50 professional titles <u>(books to support professional growth of teachers)</u> • 2 professional periodicals	• 50 - 75 or more professional titles • 5 + professional periodicals • Current credible websites for professional development purposes available through the school library website

Focus: School Library Program		
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
A certified school librarian is assigned to the school library. MS Code 37-17-6(3)(a-e)	• A certified school librarian is assigned to the school library (half-time if school enrollment is 0-499; full-time if school enrollment is 500 or more). • The school librarian does not serve as a substitute or regular classroom teacher.	• 1 + school librarian is assigned to the library full time. • Library support staff is **strongly** recommended for school libraries with populations in excess of 500.
School districts provide sufficient funding for the purchase and maintenance of current resources for the school library.	• The school library meets the minimum basic collection requirements as stated in the guidelines for school library collection development section of this document. • Funding is recommended for basic maintenance and upgrades for technology and equipment.	• The school library meets the Progressive (Minimum +) collection suggestions as stated in the guidelines for school library collection development section of this document.
The school librarian manages the financial, staff, and physical resources for the school library.	• There is a district-approved policy used for selection of materials. • Budget policies as mandated by the state are used for expenditures of state funds. • The school librarian must submit an annual budget request to the school principal/administrator. • The school librarian must administer the approved school library budget and monitor acquisitions in order to meet all of the instructional and informational needs of the school's learning community. • The school librarian should prepare annual reports documenting how each source of funding for the library program was spent. The documents should be retained a minimum of 5 years.	• The district or school provides some additional funding to purchase library resources to support federally or state- mandated initiatives, information access, and student achievement. • Fund raising and/or grant writing is used to increase resources and programs to support federally or state-mandated initiatives, information access, and student achievement.

	Focus: School Library Program	
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
	- No more than 25 % of the designated school day is spent in the management of the school library (planning, weeding, shelving, ordering, etc.). - Time is allotted at the beginning and end of the school year for necessary library maintenance tasks. - Cataloging, processing, and shelving of resources according to the Dewey Decimal Classification System or another ~~ALA~~ recognized library classification system. - Standard procedures set by the district are used to circulate, maintain, do inventory, and weed the collection. - Written district-approved policies on challenges to materials, copyrights, donated materials, and Internet use are standards in the school library's collection development policy. - Flexible scheduling/Open access is incorporated into the school library schedule. - Duties of support staff and volunteers are arranged to optimize student/teacher services and the efficiency of the school library operations.	

	Focus: School Library Program	
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**
The school library program participates in periodic reviews and ongoing informal and formal assessments used to develop short and long range strategic plans for improvement.	• Program assessment is based on informal and formal assessment which includes input from administrators, faculty and students. • The school librarian sets annual goals which are reported to the administration.	• The school librarian uses program assessments, inventories, and input from administrators, faculty, students, school committees, and other members of the learning community to set short and long range goals for improvement.

The school library program has an established advocacy committee for the school library program within the school and beyond.	• The advocacy committee includes:
	  • Library staff
	  • Principal/administrator
	  • Teachers
	  • Parents
	  • Students (when age appropriate)
	• The advocacy committee meets as needed for program planning and discussion of procedural issues.	

There may be a designated Library Program Supervisor at the district level.		• Large districts may employ a designated Library Program Supervisor at the district level.
The school librarian uses a public relations plan to promote advocacy for the school library program.	• The school librarian uses a variety of communications and methods to publicize the school library and its resources and services.	• The school librarian partners with school and community groups to sponsor events that promote the school library program.

Focus: Library Facilities		
RESOURCE TYPE	**MINIMUM**	**PROGRESSIVE (Minimum +)**

The school library is arranged to:
• Accommodate flexible access by classes and individual students.
• Perform basic functions of a curriculum integrated school library program.
• Provide a climate conducive to learning and student achievement.
• Provide equitable access to information and resources within the school, community, and global networks.
	• The school library is neat and well organized.
	• The atmosphere is one of welcome and productivity.
	• Shelving and furniture are age appropriate.
	• The arrangement of the school library supports use by a minimum of one (1) class and individual students.
	• In addition to adequate space for print/non-print collections, space arrangements should include specific areas for:
	   • Circulation
	   • Large group use/instruction
	   • Small group use
	   • Individual research
	   • Storytelling area for elementary students
	   • Leisure reading
	   • Library management/office
	   • Use of technology
	   • Storage of equipment
	   • Displays
	• The school library is accessible by persons with disabilities in accordance with Public Law 101-476 Education of the Handicapped Act Amendments 1990.
	• The school library is equipped with temperature and humidity control.
	• Lighting and electrical accommodations have been integrated effectively.
		• Various methods of display, furniture selection, and room treatments are utilized to provide an atmosphere of welcome and productivity.
		• The shelving accommodates growth.
		• Arrangement of the school library supports use by a minimum of one (1) class, small groups and individual students.
		• The school library goes beyond minimum guidelines providing larger spaces than required OR additional support areas for viewing, production, communication activities, displays, wiring/network.
		• The school library is equipped with temperature/humidity control.
		• Lighting/electrical accommodations have been integrated effectively.